



Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

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Save a copy of your assignments: You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EDU7707-8

Dr. Leslie Oja

Planning Dissertation Research in Education

Activity #3: Annotated Bibliography

Comments: I really enjoyed this assignment. Although it was time consuming I think it is probably one of the most crucial assignments in preparation for writing a dissertation.

Assignment 3

Submit a paper comprised of at least 40 annotated bibliography entries

Length: 150-250 words per entry

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your paper should reflect scholarly writing and current APA standards. Review [APA Form and Style](#).

Be sure to adhere to Northcentral University's Academic Integrity Policy. View the [Northcentral Academic Integrity Tutorial](#) to refresh your knowledge of how to achieve academic integrity.

Upload your assignment using the Upload Assignment button below.

Learning Outcomes

4.0 Critique peer-reviewed, published research studies.

Refer to the summaries that were not peer-reviewed.

5.0 Evaluate published articles to identify issues in a topic area.

6.0 Create an annotated bibliography.

Assignment 4 – Due by Sunday, November 23, 2014

Using the entries in your Annotated Bibliography, write a paper in which you discuss and (if appropriate) take positions on the following in your topic area:

1. Current theories, explanations, proposed relationships among constructs, and absence of theories about meaningful phenomena in your topic area.

Refer to research textbooks for a clear understanding of the various theories in relationship to the research topic; the theory should support the research topic.

2. Contradictions, inconsistencies, and ambiguities regarding findings related to theories in your topic area

Length: 5-7 pages not including title and reference pages.

350 words per page to adequately develop the topic.

Refer to the APA Manual section 3.03 for use of appropriate headings to identify change in subject for reader clarity.

References: Minimum of 3-5 scholarly resources.

Northcentral University Grading Guidelines – Graduate Scoring

Numerical Points	Letter Grade	Descriptor	Explanation
100-94 93-90	A A-	Excellent	Completes all required parts of the assignment, demonstrates deep understanding of materials, uses very clear and effective expression appropriate to scholarly writing, and has very few or no errors in grammar, mechanics, APA form and style, and APA formatting.
89-87 86 - 83	B+ B	Good	Completes all or most required parts of the assignment, demonstrates good understanding of readings, uses mostly clear and effective expression appropriate to scholarly writing, and has few errors in grammar, mechanics, APA form and style, and APA formatting.
82-80 79-77	B- C+	Fair	Completes most required parts of the assignment, demonstrates some understanding of the readings, and writing is somewhat clear, effective, and scholarly, and has some errors in grammar, mechanics, APA form and style, and APA formatting.
76-73	C	Poor	Completes some required parts of the assignment, demonstrates some understanding of readings, and writing is difficult to understand and unscholarly and has several

			errors in grammar, mechanics, APA form and style, and APA formatting.
72-0	F	Unacceptable	Completes few required parts of the assignment, demonstrates little understanding of readings, and writing is difficult to understand and unscholarly and has many errors in grammar, mechanics, APA form and style, and APA formatting.

Using the Grading Guidelines for Success

A. The Northcentral University Grading Guidelines are designed to ensure that faculty and students have a shared understanding of assignment quality. Carefully reviewing the guidelines can help you plan and complete your assignments to the best of your ability.

B. The grading guidelines are based on four assignment criteria. Keep these in mind as you complete an assignment:

1. Assignment completion (highlighted in **orange**) – the extent to which you have followed assignment instructions.
2. Understanding of materials (highlighted in **green**) – the extent to which you have demonstrated understanding of readings or other materials.
3. Expression (highlighted in **blue**) – the extent to which your expression is clear, effective, and appropriate for scholarly writing.
4. Grammar, mechanics, APA (highlighted in **purple**) – the extent to which you have used correct grammar, word choice, punctuation, APA form and style, and APA formatting.

C. Your instructor will ignore criteria not relevant to an assignment (e.g., discussion posts and reflections need only follow APA formatting for citations and references).

D. Submission of an assignment that is outside of the page length (or slide number) parameters may result in a request for a re-submission that meets the parameters or a one step reduction of a grade (e.g., from A- to B+), at a faculty member's discretion.

Faculty Use Only

<Faculty comments here>

Michael,

The majority of the sources identified a number of reading issues and interventions including English Language Learners. For a complete review of the literature regarding reading interventions include Miscue Analysis and Comprehensive Checklists as the interventions provide data of any improvements made in reading with the student.

The document provided with the previous assignment should be referred to when developing an annotated bibliography; there were a number of errors in writing the summaries as well as a number of APA formatting errors and consistent use of standard American English conventions. Writing for research is concise with consistent use of APA form and style and formatting. Often, students hire an Editor to revise APA errors; however, an Editor can become expensive. I am providing writing improvement recommendations.

The annotated bibliography is an important section of the concept paper.

1. Should a reader access the doi number or URL address and not find the article, the paper will be returned for revision. The references are also used by readers to find additional sources on a specific topic. I randomly selected articles for content and found only the abstract or errors in locating the sources. Another summary was a reported funded by the Gates foundation and not peer-reviewed. The “blog” article was not peer-reviewed. You may want to refer to the Library and the tutorial on accessing the databases for specific topic articles and the tutorial on how to determine if an article is relevant and peer-reviewed. All articles should be peer-reviewed.

2. As stated on the syllabus and document provided, there is specific information that should be included in a summary with limited wording for a concise summary. A number of summaries were very long and contained data information; this type of information is usually accessed by the reader if data is of importance.

3. I am providing the writing sources for access as consistent use of standard American English conventions, especially the use of punctuation needs improvement. Consistent use of standard American English conventions leads to consistent use of APA form and style essential in writing for research.

4. Terminology, as in any profession, is important to when writing for research. There were terms used incorrectly such as design; a research design means something different as opposed to how it was used in the summary as one example.

5. A common writing problem is the use of **anthropomorphisms**, for example, assigning human qualities to non-human entities such as a study. A typical example is: “This study will explore...” A study is not the kind of entity that can explore. Anthropomorphisms are found often in your writing such as the article discussed; an article cannot discuss anything, the author reported.

6. Completed studies, such as used in an annotated bibliography are completed studies; use past tense when referring to the study.

Writing for research is concise and will be especially important with the milestone papers. All sections of the milestone papers should reflect a scholarly voice. I recommend referring to the web sites for writing assistance, purchasing at least one academic writing handbook, and assistance from an outside source.

Assignment 3 demonstrated completes 40 annotated summaries, demonstrates some understanding of the readings, and writing is somewhat clear, effective, and scholarly, and has some errors in grammar, mechanics, APA form and style, and APA formatting.

C+ 78% Dr. Oja 11 17 2014

<Faculty Name>

<Grade Earned>

<Writing Score>

<Date Graded>

Writing Assistance

To check standard American English conventions:

<http://www.grammarly.com/>

APA Manual (6th ed.) tutorial:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Guide to Grammar and Writing

<http://grammar.ccc.commnet.edu/grammar/>

Rosen, L. J. (2012). *The academic writer's handbook* (3rd ed.). Boston, MA: Longman. ISBN: 9780205717613

❖ Strunk, W. (2000). *The elements of style* (4th ed.). Boston, MA: Longman. ISBN: 9780205309023

The NCU Academic Success Center is another excellent writing resource.

APA Manual:

Chapters 3 and 4 for APA form and style

Chapter 6 for citing sources in-text in APA format

Chapter 7 for citing sources in APA format on a Reference list (also for the annotated bibliography)

Annotated Bibliography

Michael Higley

Northcentral University

Annotated Bibliography

Allen, I., & Seaman, J. (2011). *Going the distance: Online Education in the United States, 2011*.
Needham, MA: Sloan Consortium. Retrieved from

Leslie 11/17/14 11:30 AM

Comment [1]: 2011 appears not to be part of the publisher identification.

The retrieval URL address only provided an abstract. Retrieval addresses or doi numbers should provide access to the entire article.

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<http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED529948&site=eds-live>

Availability:

Full Text from ERIC Available online:

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED529948>

Sloan Consortium. P.O. Box 1238, Newburyport, MA 01950. Tel: 781-583-7561; Fax: 888-898-6209; e-mail: info@sloanconsortium.org; Web site: <http://sloanconsortium.org>

The purpose of this report was to determine the state of online learning in higher education within the United States of America. The survey, created to support this study, was designed, administered, and analyzed by the Babson Survey Research Group and data was collected in partnership with the College Board. The 2011 report was aimed at answering questions about the foundation and scope of learning online. The samples of respondents were received, and a total 55.8% of the total respondents from 2003 through 2010 were merged for investigation of changes over time. Researchers found, compared to student enrollment in 2006 that there was an increase of 9.7% in student enrollment over the previous four years. The authors that at this rate, student enrollment would grow by 21.5% as the demand for online learning continues to increase. Evidence that not all educational institutions view online learning in the same way and believe it to be a critical step towards educational reform was found with only 27% of faculty reporting that they valued online learning. This report the importance of online learning and its consistent growth and demand within higher education institutions.

Interesting report; however, what relevance does the report have with the research study?

Amendum, S. J., Vernon-Feagans, L., & Ginsberg, M. C. (2011). The Effectiveness of a Technologically Facilitated Classroom-Based Early Reading Intervention: The Targeted Reading Intervention. *Elementary School Journal*, 112(1), 107-131. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.1086/660684>

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Comment [2]: The focus of the report.....

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Comment [3]: reported

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Comment [4]: subject-verb agreement.

Leslie 11/17/14 11:32 AM

Comment [5]: What report?

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Comment [6]: Analyzed
Use past tense when writing summaries.
Fragmented sentence; revise.

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Leslie 11/17/14 11:34 AM

Comment [7]: Should all the words in the title be in uppercase lettering?

Leslie 11/17/14 11:35 AM

Comment [8]: URL address only provided access to the abstract.

The purpose of this study was to evaluate the efficacy of kindergarten and first-grade teachers and students participating in a classroom delivered reading intervention program called Targeted Reading Intervention (TRI). The TRI was designed to deliver long-distance coaching using laptop computers and webcam technology. The authors predicted that struggling students from schools implementing TRI would have higher scores than struggling students from control schools. Overall, the authors found their hypothesis g supported all areas of reading, including reading comprehension. More specifically, the authors found that struggling students who received TRI significantly outperformed students from control schools. Additionally, the main finding from this study supported the effectiveness of using laptop computers and webcam technology to help deliver the TRI program. Although the technology used in this study was perceived to be a contributing factor to student reading success, the authors indicated that a closer look into the efficacy of webcam technology compared to face-to-face instruction might be important to future research. This study provides support in using computer-assisted technology to deliver reading intervention to struggling reading students.

[What is the relevance to the research topic?](#)

[What research methodology and design were used for the study?](#)

Biggs, M. C., Homan, S. P., Dedrick, R., Minick, V., & Rasinski, T. (2008). Using an interactive singing software program: A comparative study of struggling middle school readers. *Reading Psychology, 29*(3), 195-213. doi:10.1080/02702710802073438

The authors in this qualitative study used singing software called Carry-a-Tune (CAT) to [analyze](#) its use for singing and as a reading intervention for struggling middle school students.

The CAT software was originally developed to teach users to sing in tune and in rhythm; however, because the software involves a repeated reading format, it was used in this study to determine its effect on student comprehension and reading achievement. Twenty-four students, from a rural Florida middle school, in Grades 7 and 8 utilized the software program for 30

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Comment [9]: Refer to the APA Manual section 4.32 and avoid beginning a sentence with a number.

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minutes, three times a week for nine weeks. The author's findings indicated that the use of CAT showed improvement in both comprehension and instruction. The findings also suggest that more research into the effects CAT has on fluency is needed to indicate a significant difference. The significant findings of this study suggest that further investigation should be completed with a larger population of students using the CAT software to determine its true effect size. This study provides data and research design model, which can be used to guide future research.

Cabrera-Lozoya, A., Cerdan, F., Cano, M.-D., Garcia-Sanchez, D., & Lujan, S. (2012). Unifying heterogeneous e-learning modalities in a single platform: CADI, a case study. *Computers & Education*, 58(1), 617-630. doi: 10.1016/j.compedu.2011.09.014

In this quantitative study the authors presented a web-based framework for the creation, development, and implementation of learning environments that tested a group of senior college students, and used to promote active learning on any WiFi compliant device. In a thorough literature review of the different forms of e-learning, the authors determined that there are few e-learning systems serving to provide generic educational principles in a specific e-learning platform. The author's main suggestion identifies the importance to establish a real-time teaching platform between a teacher and student. In this study, the goal was to increase students' participation and to evaluate the impact of a higher interactive learning environment in terms of student academic performance. A one-factor ANOVA was performed, and three elements were determined to significantly improve students' grades; scores regarding short questions, scores for problem solutions, and the final score such helped the authors determine the use of the framework to establish a learning methodology to improve student academic performance. Additionally, this study supports the need to continue researching the effects of computer delivered learning environments on student learning outcomes.

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Comment [12]: Read the section in the APA Manual related to writing numbers below 10.

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Chen, L.-C., & Lien, Y.-H. (2011). Using author co-citation analysis to examine the intellectual structure of e-learning: A MIS perspective. *Scientometrics*, 89(1), 867-886. doi:10.1007/s11192-011-0458-y

The authors in this article argue there is little knowledge on e-learning within non-educational fields of study. Additionally, the authors incorporated into their study author co-citation analysis (ACA) in order to identify structures of knowledge through the relationships of two similar authors regarding e-learning practices. The data was collected from 1996 to 2009. Researchers utilized bibliographic elements as conceptual units and by doing this ACA helped researchers analyze discipline structure and reduce personal bias within their results. ACA is based on tracking the number of times that two authors or documents are cited together, assuming the more times two authors are cited together, the closer the relationship is between the two. The authors identified the steps of conducting the study as (a) identify authors highly cited by research articles, (b) retrieve co-citation counts for each pair of authors, (c) compile a matrix of raw co-citations, (d) perform clustering through various analytical methods, and (e) interpret the results. The authors in this study determined six similarities and four differences between MIS focused e-learning from an educational perspective by following this methodology. The authors call for further research in theoretical and practical discussions of e-learning and its structural breakdown. Avoid redundancy by connecting similar points made with appropriate punctuation.

Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 30(7), 3-7. Retrieved from <http://wwwtemp.lonestar.edu/multimedia/SevenPrinciples.pdf>

The purpose of this article was to analyze the literature addressing student success in online courses using the *Seven principles of good practice* by (1987). The study focused largely on whether instructional strategies related to the seven principles had an effect on online student

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Comment [13]: Consistency of language; were there researchers conducting the study difference from the authors?

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Leslie 11/17/14 11:46 AM

Comment [15]: Avoid inserting titles of works by summarizing the main points of the source and including the title on the Reference list.

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Comment [16]: Authors are not included in a summary.

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attrition rates. Faculty from three different community colleges who taught online courses within the last three semesters of this study completed a survey to determine the relationship between each of the seven principles of good online instruction and student attrition in online classes. The survey results were compared to student completion rates in their online courses and the results indicated that no relation existed between what faculty reported to use as instructional strategies and student successful completion of the online course. However, a moderate relationship was found with one of the seven principles, teacher engagement, indicating that faculty who engaged with their students online found some success in reducing student failures.

Cheung, A. A., & Slavin, R. R. (2013). Effects of Educational Technology Applications on Reading Outcomes for Struggling Readers: A Best-Evidence Synthesis. *Reading Research Quarterly*, 48(3), 277-299. doi: 10.1002/trq.50

The authors of this literature review analyzed the effectiveness of educational technology applications in improving the reading achievement of struggling readers in Grades K-6. Of all the research reviewed, only 20 studies met the author's criteria for inclusion in this study. The authors found that 13 studies used an experimental design, and the 7 additional studies were quasi-experimental designs. Intervention programs were found to vary from 25 minutes to 450 minutes per week. The educational technology applications reviewed were tutorial applications that used small-group interactions closely integrated with reading curriculum. The authors reported that these educational technology applications produced positive, but unexceptional effects on the reading skills of struggling readers compared to that of traditional face-to-face instruction. Comprehensive reading intervention models, such as READ 180 and Read About, did not produce meaningful positive effect sizes ($ES=+0.04$). Additionally, the overall findings suggested similar results, indicating that educational technology applications produced positive

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but modest effect sizes ($ES=+0.14$) in comparison to traditional classroom instruction. It should be noted that only studies with quantitative measures of reading were included. The authors reported that a deeper insight into the effects of educational technology applications with struggling readers can be learned from other non-experimental studies such as qualitative and correlational research. The research findings in this study are important to future research because it underscores the potential benefits of using computer-assisted technology with struggling primary students.

Chyung, S. Y., & Vachon, M. (2005). An investigation of the profiles of satisfying and dissatisfying factors in e-learning. *Performance Improvement Quarterly*, 18(2), 95-113. Retrieved from <http://search.proquest.com.proxy1.ncu.edu/docview/218512744?accountid=28180>

The purpose of this study was to conduct a theory-based investigation created to detail student profiles of satisfying and dissatisfying factors in online learning programs. The theoretical framework chosen was based on Edward Lee Thorndike's law of effect that reported that animals will form a bond with something based on consequences, if the behavior expressed is satisfying then the bond is strengthened. Conversely, while a behavior might be annoying the bond tends to be weakened. Another measure of the author's theoretical framework was Frederick Herzberg's motivation-hygiene theory, which stated that certain factors contribute to student satisfaction, and other hygiene factors may contribute to online dissatisfaction. The author's a content analysis study focusing on building theory and guidelines from course evaluation data of 17 online learning courses. After data analysis of qualitative input, 19 categories were originated. These categories were prioritized based on student emphasis on whether the category was a satisfying factor, or a dissatisfying factor. The most frequent satisfying factors were student learning oriented. The most frequent dissatisfying factors were impending assignment deadlines, lack of instructor engagement, and poor student goal setting.

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Comment [23]: What categories?

This study highlights the importance of course evaluation and the impact attention to these results has on student satisfying factors in an online course program.

Fälth, L., Gustafson, S., Tjus, T., Heimann, M., & Svensson, I. (2013). Computer-assisted interventions targeting reading skills of children with reading disabilities - a longitudinal study. *Dyslexia (Chichester, England)*, 19(1), 37-53. doi:10.1002/dys.1450

The purpose of this study was to analyze the effects of three computerized reading intervention programs on students with reading disabilities in second-grade. The authors analyzed the effects of both single-component and multi-component reading interventions using computer-assisted technology. Additionally, the interventions utilized three different types of computer-assisted reading intervention programs: phonological, reading comprehension, and non-world reading. One hundred thirty second-grade students, with reading disabilities, comprised 5 different focus groups: one group of students received a reading intervention, focused on improving word decoding skills and phonological abilities; the second focused on word and sentence levels; and the third was a combination of the two. The fourth group received traditional face-to-face classroom reading instruction and a fifth group of students served as the control group with age-matched typical readers. The authors found that all groups improved their reading skills, with the group who received a combination of both reading intervention programs showing greater improvement compared to the face-to-face and typical readers groups. The results demonstrated significant gains in decoding, reading comprehension, and non-world reading skills, which are achieved by intensive phonological and reading comprehension computer-assisted technology. Due to randomization of students assigned to intervention groups, the study was not designed to match students' specific reading needs to specific interventions. Additionally, the small size of the sample groups allowed for some flexibility for planning and selection of reading activities. The results of this study suggest that computer-

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assisted reading intervention programs have a positive effect on increasing students with reading disabilities reading skills.

Ferguson, J. M., & DeFelice, A. E. (2010). Length of online course and student satisfaction, perceived learning, and academic performance. *International Review of Research in Open and Distance Learning*, 11(2), 73-84. Retrieved from <http://web.ebscohost.com.proxy1.ncu.edu/ehost/pdfviewer/pdfviewer?vid=15&hid=111&sid=9ccfc92c-7f56-4c4b-a8b3-596bcb04beb4%40sessionmgr113>

The authors in this literature review presented an assessment regarding the factors affecting satisfaction with courses taught online. The study sought to evaluate student connectedness to an online course, either by participating collaboratively with other students or by interacting with the instructor, would likely impact student satisfaction. Equivalency theory was used as the theoretical framework of this study to determine if there were any differences between online student satisfaction, perceived student learning and performance. The study utilized two-course durations: a five-week and fifteen-week course. Seventy-five graduate students participated in part one of the study, which consisted of a 15-question Likert scale survey. Part two of the study included 114 graduate students' final grades, from the same online courses, which analyzed for significant affect. Evidence from the study that students were significantly satisfied with the interactions experienced in online courses. No significant difference found for perceived learning, or satisfaction regarding taking additional online classes. However, students in five-week courses showed significantly stronger academic performance than students in the fifteen-week courses. In regard to the shorter course, a shift needs to be made to encourage and emphasize interaction between the online instructor and student. Several possibilities were proposed in the study focusing on students enrolled in the shorter online courses and may have proved different from those students enrolled in the longer online courses.

Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal Of Adolescent & Adult Literacy*, 57(5), 367-376. Retrieved from

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Comment [28]: Server error with the URL address; access to the source was not available.

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Comment [29]: Was the article a literature review?

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Comment [36]: Fragmented sentence; revise.

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<http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000331216000005&site=eds-live>

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Comment [38]: URL address provided access to the Abstract and not the article.

The purpose of this study was to determine whether an intervention program employing a Close Reading strategy would result in higher state achievement scores and increase student literacy. The study was designed to include three schools comprising of 438 students in Grades 7 or 8 who met an unspecified inclusion criteria. The authors found that student achievement scores on the state assessment had no significant difference between the control and experimental groups ($t = 1.66$, $p < .10$). The authors noted that there was a significant difference related to attendance, finding that students in the close reading group averaged 94% attendance compared to 81% attendance in the control group ($X^2 = 46.76$, $p < .01$). Additionally, a Reader Self-Perception survey, which focused on four factors – progress, observational comparisons, social feedback, and physiological states – was given at the beginning of the study and found no significant difference. However, at the end of the study the survey results were statistically significant ($t = 1043$, $p < .001$). The largest difference between the groups was the factor of progress, with the close reading group averaging 4.02 (on a scale of 1-5), compared with the 2.31 for the control group. This study offers support that a reading intervention program is significantly more effective than traditional face-to-face only reading instruction.

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Fletcher, J. D., Tobias, S., & Wisher, R. A. (2007). Learning anytime, anywhere: Advanced distributed learning and the changing face of education. *Educational Research*, 36(1), 96-102. doi:10.3102/0013189X07300034

In this article the authors introduced the Advanced Distributed Learning (ADL) initiative, designed to make learning online accessible anywhere. The ADL framework consists of learning opportunities that are instructional materials that meet specific specifications: accessible, interoperable, durable, and reusable. Currently the number of instructional materials associated with ADL is in excess of 10 million and range in course length. The authors identified a number

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of research opportunities that should be considered regarding ADL, including the affects of web-based learning and the need to link learning models with specific student learning needs. This article suggests a need for technology-integrated instruction, showing that based on affordability and cost-effectiveness, learning online is cost effective globally accessible. The authors also presented several studies that showed that there is no difference between distance instruction and classroom learning, even though students prefer the latter. This article provides information supporting the educational value online learning has on student learning perceptions and student learning performance or achievement.

Graf, S., & Kinshuk, K. (2006, December). Considering learning styles in learning management systems: Investigating the behavior of students in an online course. *Semantic Media Adaptation and Personalization*, 25-30. Retrieved from http://wit.at/people/graf/publications/graf_kinshuk_SMAP06.pdf

Learning Management Systems (LMS) have proven very successful in the field of online learning education. However, there is a gap in online course development, which excludes any attention to individual student learning styles. The purpose of this study was to identify specific learning styles related to LMS and the successful completion of online courses. The authors in the research that student learning styles within the LMS framework was the main focus of the study, in order to do this consideration to student behaviors while enrolled in an online course program should also be investigated. The authors analyzed the behavior of 43 students based on predetermined learning styles and foreseen patterns of human behavior. The stated problem indicated that when learning styles in an educational environment, classroom or online, are not considered in the development of LMS low student completion rates increase. The performed study aimed to address two issues: firstly to determine whether students with diverse learning styles act differently in online courses and which learning styles prove to be more helpful to poses for students in an online learning program, and secondly to investigate the

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Comment [41]: did the article suggest or did the authors report?

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relationship between the learning style preferences and student behaviors during online course participation. Researchers found that there were several patterns of student behaviors significantly correlated to online learning styles and the successful completion (or non completion) of online learning programs. The authors suggested that future studies be conducted to gather more information about the correlations of learning styles and behavior. It is also noted that this information can be used to determine the best approach in identifying specific learning styles of students in LMS.

Hale, J. (2011 April 17). Understanding research methodology 3: Goals of scientific research. Online blog, *World of Psychology*. Retrieved from <http://psychcentral.com/blog/archives/2011/04/17/understanding-research-methodology-3-goals-of-scientific-research/>

In this article the author discussed and answered questions about understanding research methodology and the goals related directly to the research. The author points out three important factors to goals of scientific research. The first point is a well-written description of the problem, the second is a prediction of the problem or hypothesis, and finally a well developed explanation of the research findings. Describing refers to the explicit procedures used to define, classify, and categorize the relationships of subjects or topics being studied. The author established in the article that gathering information on a large population allows the researcher more information and data to describe the study and its finding in very clear terms. Alternatively, a well-written description of the research helps describe a single phenomenon or observation. In addition to developing a research description researchers must make predictions or hypotheses are often created from analyzing theories or concepts and is a significant part of developing research goals. Finally, the author argued that the most important goal of scientific research is describing the data. According to the author determining cause and effect and eliminating plausible alternatives achieve this main goal but is the most difficult condition to meet. The discussion in

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Comment [44]: This does not appear to be a peer-reviewed journal article; the online source did not provide validity for the study; 401 words.

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Comment [46]: Subject-verb agreement.

this article underscores the importance of an educational framework and methodology. Furthermore, the information located within this article provides additional research based data for use with future studies in this area.

Huang, E. Y., Lin, S. W., & Huang, T. K. (2012). What type of learning style leads to online participation in the mixed-mode e-learning environment? A study of software usage instruction. *Computers & Education*, 58(1), 338-349. doi:10.1016/j.compedu.2011.08.003

The authors extended previous research by testing a model that the mediating process of prior knowledge in the relationship between learning style and e-learning performance. They hypothesized that learning style is positively related to online participation that online participation is positively related to e-learning performance, and the greater the prior knowledge, the stronger the relationship between online participation and learning performance. This study measured the learning style of 219 college students in a single course by measuring (a) student learning style using the ILS, (b) student online participation, (c) student performance, (d) prior knowledge of the tool used in the course, and (e) the control variables of gender, computer experience, and internet experience. Support was found that online participation is a mediating construct between learning style and performance; further the study found that sensory learning styles individuals tend to participate only more frequently and for a longer duration; while prior knowledge was shown to moderate the relationship between participation and learning performance only in terms of passive participation. Several recommendations were made by the authors that included: an acknowledgement that it is difficult to determine the degree of influence of interceding theories in educational institutions that desire to increase student online participation, that most learners appeared to immediately benefit from online learning experiences, and the authors also commented on several suggestions for further research study.

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The authors identified three gaps in the field of study: (1) the model needs to be tested in different subject contexts, (2) additional mediating processes that link learning styles and learning performance should be explored, and (3) a more mature, professional, and autonomous set of online students should be enlisted.

Irvin, M. J., Hannum, W. H., de la Varre, C., & Farmer, T. W. (2010). Barriers to distance education in rural schools. *Quarterly Review Of Distance Education*, 11(2), 73-90. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=53953959&site=eds-live>

The purpose of this study was to barriers of using distance education in rural schools. A national survey of 417 randomly selected, low-income, rural school systems in the United States was conducted and guided by these specific aims: the relationship between districts, the association between districts and course offerings, the relationship between delivery formats, and to examine the relationship between course completion and students' satisfaction with distance learning, and any barriers to overcome. The study used a telephone survey entitled the Rural Distance Education Survey (RDES). The rural school districts that were randomly selected qualified for the 2004-2005 Rural Education Achievement Program (REAP). These school districts typically have fewer than 600 students and a county with fewer than 10 people per square mile. The survey was developed by research staff to measure several types of barriers related to online learning in rural school districts and was administered by trained interviewers (pp. 77-78). The survey questions asked school administrators or other qualified staff to identify barriers to online learning to which their district had experienced. The frequency of barriers encompasses thirteen ranked barriers from four separate categories. 67.7% of respondents indicated that the primary barrier was a lack of curriculum requirements using online learning methods. 63.7% of respondents indicated that there was a lack of funding by the school district

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Comment [49]: The summary is too long; should be 100 to 150 words with only the important points to be made.

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to support distance learning. And finally, the least number of respondents, at 7.4%, indicated that an insufficient connectivity was the least barrier experienced. In addition, rural schools often face shortages of teachers, especially in high-level courses such as chemistry, physics, calculus, etc. For the most part, rural schools may only have a small percentage of their student body interested in taking such courses, so hiring a full-time teacher in many cases is not financially feasible. Online learning can alleviate this problem. Research to date has shown students who learn through technology, including distance education; typically have learning outcomes at least as good as students who learn through face-to-face instruction. Subsequent research may focus on determining the impact of distance education on a broader range of students including minority groups and specific personnel. Another aspect may be to study ways to prepare students to be better prepared online learners. The results from this study support conclusions from other studies however, ongoing studies should be conducted with various measurement tools to help determine the benefit and considerable promise distance education may continue to provide.

Jin Nam, C. (2012). Context and creativity: The theory of planned behavior as an alternative mechanism. *Social Behavior & Personality: An International Journal*, 40(4), 681-692. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=75245514&site=eds-live>

Creativity researchers identified intrinsic motivation as the most important prevailing process that describes the effects of contextual characteristics on individual creativity. In this study the authors attempted to explain the mechanisms through which the identifiable variables influenced the creativity of scholars. The literature reviewed drew on studies that used cognitive evaluation theories, which scholars have argued determine an individual's level of intrinsic motivation. The reviewed literature also indicated that scholars believed that intrinsic motivation

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Comment [52]: Avoid vague phrasing as the reader will not know what date you are referring to resulting in reader confusion.

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Comment [53]: Word count: 350
Summary is too long.

is the antecedent of creativity. The purpose of this paper was to expand on the organizational creativity literature by developing and validating alternative processes on the basis of planned behavior theory (PBT). The author expected that creativity would be predicted by both student intentions and student perceived behavioral control related to creative performance or self-efficacy. The method used was an intervening process between context and creativity. This method tested longitudinal data collected from undergraduate management students and their instructors at the North American business school. The online course included 14 sections taught by 28 instructors with approximately 30 students. Data was collected at three different times during the course of the program with 386 students responding out of 430 students enrolled. This sample included a breakdown of gender and age distributions. The questionnaires developed concentrated on three intervening components base on the TPB using a 7-point Likert scale to collect student responses. The study found that intrinsic motivation offered an alternative intervening process to that presented originally in the literature currently available. Using the present findings of the study, the authors suggested that two TPB predictors significantly related to creativity, peer support and creative self-efficacy. The author notes that the present data collected and information shared should be interpreted with caution considering the limitations of the study. The research design involved in the study was valid and performed with fidelity however; it was composed of undergraduate management students, which according to the author raises concerns about the validity and accuracy of the data collected. In addition the TPB components used in the study were constructed using previous measures developed to explain other types of human behavior.

Jones-White, D. R., Radcliffe, P. M., Huesman Jr., R. L. & Kellogg, J. P. (2010). Redefining student success: Applying different multinomial regression techniques for the study of student graduation across institutions of higher education. *Research in Higher Education*, 51(2), 154-174. doi: 10.1007/s1116-009-91449-4

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focus their article on the polychotomous definition of student success with more sophisticated methods of modeling. They do this by “comparing multinomial regression techniques to assess their utility in modeling multi-institutional student success” (p. 154). The authors use matriculated data to define “student success” and outcomes. Additionally, the authors suggest that student success should include those who transfer and obtain degrees from other colleges, as well as students who transfer but do not graduate. Once an understanding of the types of successes had been defined, identified probable outcomes for that success. The authors used a “statistically rigorous approach” to studying three years of matriculating freshman at the University of Minnesota-Twin Cities with data from the university’s student records and the National Student Clearinghouse’s StudentTracker service. The authors were able to define the variables that most often impacted student success by creating a probability equation, which helped calculate the data. The focus of this article has raised discussion among educational institutions by its development of an equation for determining student success. Although this research was confined to the University of Minnesota-Twin Cities, the variables used can be applied to other educational institutions. findings suggested that colleges refine how student success is defined. Currently the emphasis is placed on graduation rates from matriculated data but with an increasingly transient student population enrolling in other schools and dropping out of college, the traditional definition of student success is no longer applicable.

Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a Mixed-Method Literacy Intervention Improve the Reading Achievement of Low-Performing Elementary School Students in an After-School Program? Results from a Randomized Controlled Trial of READ 180 Enterprise. *Educational Evaluation And Policy Analysis*, 33(2), 183-201. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.3102/0162373711399148>

The authors of this *READ 180* study described an independent randomized controlled trial, which evaluated the efficacy of *READ 180 Enterprise* on measures of vocabulary, reading

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Comment [56]: Direct quotes are not included in the summary.

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Comment [57]: Fragmented sentence, revise.

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Comment [58]: Should all the words in the title be in uppercase lettering?

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comprehension, spelling, and oral reading fluency. The authors also tested the efficacy of *READ 180* in an after-school program, which was designed to examine whether a more structured literacy program can generate greater gains than a less structured literacy instruction. The study participants comprised of students in Grades 4 to 6, 95% of whom scored basic or below on the Massachusetts Comprehensive Assessment System in language arts. The study was designed to include 4 days of after school instruction (2 hours per day) over 23 weeks. Three study goals were implemented to help determine intervention effects: (1) using an experimental design, impact estimates are generated from posttest-measures of vocabulary, reading comprehension, spelling, and fluency, (2) an examination into the effects of offering *READ 180* to upper elementary students compared by grade level, and finally (3) using random assignment to estimate the impact of the treatment based on student attendance rates. The author's found that there was a positive and statistically significant impact on student scores when using the *READ 180 Enterprise* program. Furthermore, *READ 180* students outperformed the district by an 8.43 increase on reading vocabulary and 9.66 increase on reading comprehension. Additionally, the authors found no significant impact on spelling or oral reading fluency scores with students in the *READ 180* groups. However, the authors do suggest that the findings indicated the *READ 180 Enterprise* program was far more effective for moderate risk students as apposed to students in the bottom quartiles. Finally, the authors note that the findings of this study were significantly different from their previous study (located just below), which found no significant effects in reading comprehension or vocabulary.

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4-6: effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading & Writing*, 23(9), 1109-1129. doi: 10.1007/s11145-009-9198-2

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Comment [60]: The first letter after a colon should be in uppercase.

The purpose of this study was to [the casual effects of *READ 180* on measures of vocabulary and oral reading fluency](#). Additionally, the study [whether print exposure among students participating in the *READ 180* program explained variances in posttest reading scores](#). The study [design](#) included two groups of students, totaling 294 in Grades 4 to 6, who were randomly assigned to either the *READ 180* or less structured district after-school reading program. Each program was implemented for 4 days a week over 23 weeks lasting 60 minutes each day. Given these confounds the authors found no statistically significant difference between students participating in the *READ 180* program and the less structured after-school reading program on pretest measures of word reading efficiency, reading comprehension and vocabulary, and reading fluency. Additionally, there were no statistically significant differences in student achievement scores between students who took the pretests and posttests ($M = 90.66$, $SD = 11.39$). The modified 60-minute version of *READ 180* serves as a study limitation because it did not include whole-group lessons for building vocabulary, which the authors reported to be critical to enhancing the efficacy of the intervention program. Furthermore, the less structured after-school program included literacy activities that may have promoted gains in word reading efficiency and comprehension. This study, as well as the study immediately above, provides insight into the effects of a *READ 180* intervention program focusing on specific literacy skills.

[This is an example of an informative summary; include the research methodology.](#)

Little, C. A., McCoach, D. B., & Reis, S. M. (2014). [Effects](#) of Differentiated Reading Instruction on Student Achievement in Middle School. *Journal Of Advanced Academics*, 25(4), 384-402. doi:10.1177/1932202X14549250

The purpose of this study was to determine to what extent the regular reading curriculum could be replaced without adversely affecting scores on standardized assessments of reading fluency and comprehension. Additionally, the authors [the performance of middle school](#)

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Comment [63]: Refer to research textbooks and what a research design is; this is not the correct terminology.

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Comment [64]: Should all the words in the title be in uppercase lettering?

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students who participated in the reading intervention group compared to the control group students on measures of fluency and comprehension. This experimental study the effects on student achievement of an instructional approach, which included: student choice, differentiated instruction, and extensive independent reading delivered through a reading only intervention program. The study, conducted across four middle schools with 2,150 sixth- to eighth-grade students and 47 teachers, which incorporated a cluster-randomized design. Pretest and posttest data were collected on students' reading fluency and comprehension. The author's findings demonstrated that the reading intervention program resulted in similar results overall, compared to the control group. Furthermore, study results showed the reading intervention group outperformed the control group on reading fluency at two of the schools and similar results for comprehension, despite the diminished direct instruction provided in the intervention groups as compared with regular reading classes. This study demonstrated that considerable instructional time could be replaced with independent reading support without significantly decreasing student achievement in reading. The authors note that there was a wide range of fidelity of implementation across 47 classrooms, which raises the question of whether greater fidelity to the intervention program would generate significantly better results.

McBrien, J., Jones, P., & Rui, C. (2009). Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning. *International Review Of Research In Open & Distance Learning*, 10(3), 1-17. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=48657070&site=eds-live>

The focus of this research study was to identify effective online learning environments using transactional distance theory while operating using a theoretical framework to explore the role of online learning spaces and assisted technologies utilized by special education students.

The authors of the article reported on themes, which contribute to reducing the barriers of online

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learning students experience and spoke to the importance of developing quality online learning environments in distance education for students with learning disabilities in higher education. Many universities and colleges in the United States offer online degree programs, which give students from around the world the opportunity to participate in higher education programs from the comfort of their homes. this is especially important for those students with disabilities that prevent them from extensive mobility. The authors of the study asked two main questions of their participants with varying degrees of the questions asked. The first main question asked if synchronous online environments increased student perception of social interaction and did this opportunity increase their desire to participate in an online learning program. The second question asked for participants to identify specific strengths and weaknesses of the current availability of synchronous online learning environments. Participants in the project study were enrolled in three undergraduate and three graduate online courses in the College of Education at the University of South Florida. The method used for sampling was opportunistic and required students to have a disability to participate and invited them to participate in the evaluation of the course without mandating its requirement. Sixty-two surveys were returned out of the 90 that were distributed showing a 69 percent return rate. Students' comments on the surveys appeared to suggest that comfort and student engagement were the most important with only 9 percent indicating a negative affect from student social interactions. The majority of the comments were positive and suggested that insufficient social interaction in online learning programs, in regards to special education students, might attribute to an decrease in student completion and online enrollment in distance education.

McCarthy, M. (2010). Experiential learning theory: From theory to practice. *Journal of business and Economics Research*, 8(5), 131-139. Retrieved from <http://online.dimitra.gr/sektrainers/file.php/1/MartinDougiamas.pdf>

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The authors summarized the interpretive data in this paper to understand and represent the learning experiences of students participating in a Moodle course. The author reported that a postgraduate online course called “Constructivism” held at Curtin University of Technology, for teachers engaged in professional development through distance learning. The defined goals of this course included learning about constructivism, self-reflection of their own learning, and learning collaboratively. The course was developed using an online open source web program called a Moodle, developed by one of the authors. The intended goals of this study were to improve the quality of the postgraduate course and improve the ability of Moodle as a tool to create effective online courses. This particular study outlined in this paper is part of an ongoing research program. The authors’ key question addressed in this paper is: How can internet applications successfully support constructionist epistemologies of quality teaching and effective learning. The research study employed an interpretive research methodology with elements of participatory action research, virtual ethnography, and internet application design. The total number of students who participated in the Moodle is not known however; the authors indicated that eight students consented to the research study. The Moodle course was developed to last over a 14-week period. The authors reported that besides the survey data collected, 150,000 words were typed and close to 20,000 log entries were recorded demonstrating an action taken by each of the eight participants. At the conclusion of the Moodle course the authors indicated that the student evidence collected suggested the online course was successful in achieving the three learning goals originally set. This study highlights the work conducted by two researchers in their effort to explore, develop, and improve online learning communities and learning environments.

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McGlone, J. R. (2011). Adult learning styles and on-line educational preference. *Research in Higher Education Journal*, 12, 1-9. Retrieved from <http://search.proquest.com/docview/889136333?accountid=28180>

In this literature review, the author identified the foremost Andragogical theory to teaching adults, which requires a process-focused approach, and discusses in some detail the elements of the theory. The author then identified the Kolb Learning Styles Inventory (LSI) as a widely used instrument for evaluating differences between adult students, and presents three studies that use this instrument. The author reported the findings of three studies regarding adults and on-line education. Two recommendations were expressed by the author; first was to make sure the online intervention program was up-to-date for on-line training and second the importance of training students on how to utilize the intervention program. This study is important to additional research because it underscores the need to ensure computer-assisted technology is research based, up-to-date, and user friendly. These factors could have a significant affect on student learning outcomes if not addressed by the research design.

O., A. M., & A., A. O. (2011). Design and development of an intelligent instructive system: (Scholastic Tutor (St*)). *Turkish Online Journal Of Distance Education (TOJDE)*, 12(4), 34-44. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=67121787&site=eds-live>

The focus of this study was to develop an intelligent system called Scholastic tutor that is capable of teaching and emulating an instructor's teaching behavior while helping students acquire new knowledge. The purpose of this development was to (1) use a computer-assisted tutoring program to improve student grades by providing individualized instruction, (2) to facilitate understanding through the use of visual aids in lecture delivery, and (3) to carry out formative and summative assessments after each completed module to ensure students understand the intended learning targets. The system developed included the following design components:

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Comment [77]: Bullet points are not included in a summary; the points should be summarized in sentence form.

- The domain module: this module provides the knowledge students will be taught and consists of lessons, tests, and exams. Additionally, the domain module includes the rules and procedures to execute a tutoring task.
- The student module: records information about the student and acts as the storage part of the program allowing students to provide feedback.
- The tutoring module, divided into two models; Teacher model, which records information about the teacher and the teaching model, which defines the students' learning cycle. This component of the Scholastic learning cycle adjusts the presentation of the material to each student's learning needs according to the information contained in the student model. Additionally, the learning cycle includes an evaluation model, problem generation model, problem-solving model, and an analytical model for re-teaching purposes.

The Scholastic teaching model developed, proposes a framework for constructing an online or computer-assisted learning tutorial for individual and collaborative learning in real time, which places the focus for teaching on addressing specific learning targets. This study is imperative to future research because it provides empirical evidence about significant effects of the Scholastic tutoring program. Furthermore, the results of this study will help researchers develop appropriate learning investigations centered on the Scholastic tutoring program.

Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, 41(1), 24-37. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=12903415&site=eds-live>

The focus of this study was to evaluate the impact of a reading intervention program, *READ 180*, on repeating students in Grade 8 in a large urban inner city school district. The author used 2-years of Reading and Language Arts normal curve equivalent scores (NCE scores)

from the district's eighth-grade student population (n=622) to determine student participation. Compared to the control group, students who received *READ 180* intervention made significant gains of over 3 NCEs ($p<.05$) in Reading and almost 2 NCE's ($p<.05$) in Language Arts taken from the state assessment. Although the study showed that the overall district's percentile ranks remained significantly unchanged, the *READ 180* students gained 4% in Reading and 3% in Language Arts. This study provides a framework for similar research to be conducted into the effectiveness of the computer-assisted *READ 180* intervention program. In fact, the intervention design, student selection process, teacher training checklist, and evaluation procedures are outlined in this study providing future research with noteworthy data and design elements to be used to validate extended research. [Informative summary; include the research methodology and design.](#)

Parker, C. A., Holland, G., & Jones, D. (2013). The Effectiveness of Two Reading Intervention Programs in a South Texas Urban School District. *National Forum Of Applied Educational Research Journal*, 26(3), 1-9. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=90668594&site=eds-live>

The authors of this study ↓two intervention programs, *READ 180* and *Voyager Journeys III*, in a south Texas urban school. Student participants were composed of ninth-grade students who were placed in reading programs based on their Texas Assessment of Knowledge and Skills (TAKS) state achievement scores. Students who fell below 2100 on the TAKS were placed into one of 2 tier-2 intervention programs, *READ 180* or *Voyager Journeys III*. The purpose of the study was to determine the more effective reading program as measured by the 2010-11 Scholastic Reading Inventory (SRI). Additionally, the authors compared the student TAKS achievement scores of ninth-grade students enrolled in the *READ 180* program compared the those of ninth-grade students in the *Voyager Journeys III*. The findings suggested that there was

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no conclusive evidence to support either reading intervention program. The authors contribute the study results to the variables that could have affected the outcomes of the analysis, such as sample size, circumstantial events, student attendance, and fidelity to the programs. The outcome of this research can be used as a framework to conduct other studies that explore the effectiveness of reading intervention programs like *READ 180*. This research provides supporting information, which can add to future studies investigating comparisons of other reading intervention programs. [Informative summary; include the research methodology and design.](#)

Patterson, B., & McFadden, C. (2009). Attrition in online and campus degree programs. *Online Journal of Distance Learning Administration*, 12(2). Retrieved from <http://www.westga.edu/~distance/ojdla/summer122/patterson112.html>

The purpose of this study was to [analyze](#) how the mode of instructional delivery, traditional or online, affected attrition rates of students' academic characteristics. [The authors](#) conducted a quantitative study, which analyzed the academic characteristics of students seeking a master's degree in Business Administration or Communications Sciences and Disorders. The study was conducted between 2002 and 2004 at a national research university in southeastern United States. Academic variables of the study explored were program implementation, undergraduate grade point average, graduate grade-point average, admission test scores, and number of online courses completed successfully. The increased growth of informational technologies and e-learning has been met with questions of quality of online learning environments and instruction. The authors indicated that the study showed evidence that high attrition rates for online courses were often higher than for traditional classroom courses. Additionally, the authors noted that it was observed that non-traditional students were reported to have lower retention rates in online courses than traditional aged students and conversely

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traditional aged students showed a lower retention rate in traditional classroom environments over non-traditional students who showed evidence of having more success in a traditional classroom. In the study, the dichotomous criterion variable was student persistence and the predictor variable was the student's age. At the conclusion of the study suggested that there was a much higher attrition rate among students enrolled in the online master's degree program than students enrolled in the comparable classroom based format. The authors conducted a logistics regression analyses that showed student's age and method of online delivery were variables, which significantly had an effect on students' ability to successfully complete the online program. The findings in the study should be interpreted with caution and are limited by several factors: (a) the study population is limited to graduate students enrolled in a specific degree program, (b) the students in the study were self-selected, (c) participants in the study were pre-selected, and (d) the interpretation of the data collected is limited to census data. Additionally, the authors concluded from the findings seemed to indicate that pre academic performance may have a greater influence on the persistence of students enrolled in and who successfully complete online course programs.

Roberts, G., Vaughn, S., Fletcher, J., Stuebing, K., & Barth, A. (2013). Effects of a response-based, tiered framework for intervening with struggling readers in middle school. *Reading Research Quarterly*, 48(3), 237-254. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.1002/rrq.47>

The authors of this multiyear, response-based, tiered intervention, randomized study for struggling readers in Grades 6 to 8 sought to analyze the effects of a three-year intervention program on remediation of reading difficulties. Four hundred nineteen students, identified as struggling readers, from 7 middle schools participated in the study using the Texas Assessment of Knowledge and Skills (TAKS) reading scores. Two hundred seventy-eight students were assigned to the reading intervention program and 141 to the traditional face-to-face reading

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instruction. The author's found, after three years, the data suggested that many struggling middle school students might require more than nine months of reading intervention to show significant gains over comparable students. Additionally, the authors found that students in the reading intervention group had significant gains compared to students receiving traditional face-to-face reading instruction. Ultimately, the authors of this study concluded that a response-based model for supporting reading achievement of at-risk students appears to benefit middle school participants. However, ongoing research should be considered for providing intervention with fidelity while maintaining capacity for its effective use.

Samruayruen, B., Enriquez, J., Natakatoong, O., & Samruayruen, K. (2013). Self-regulated learning: A key of a successful learner in online learning environments in Thailand. *Journal Of Educational Computing Research*, 48(1), 45-69. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1000633&site=eds-live>

The purpose of this study was to identify five effective self-regulated learning (SRL) characteristics. Eighty-eight Thai learners participated in the study by completing a developed SRL survey, which was adapted from a MSL questionnaire. The authors reported that there were a number of different theoretical views of self-regulated learning that might help describe the ideas and constructs of online learning environments. This study was focused using Zimmerman's Cyclic Phase Model and Pintrich's Conceptual Framework for SRL. Zimmerman's self-regulated learning model consists of three main factors: the person themselves, their behavior, and their environment. These factors are shown in the study to interact with each other in a cyclical way. Pintrich's Conceptual Framework for SRL consisted of four unique phases: (1) planning and goal setting, (2) monitoring, (3) effort to control and self-regulate, and (4) reaction and reflection. Each phase focused on an important aspect of online learning and academic achievement. In this study, the research participants were taken from

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current Thai undergraduate and graduate students over the age of 18 years. These eighty-eight participants were enrolled in online courses and blended e-learning offerings. An online web survey system called “Kwik Surveys,” was used to collect information about student behaviors in online learning environments. The authors report that the survey was conducted over a 4-week period and received 100 percent participation from the sample group. This group consisted of 35 percent doctoral students, 32 percent master, 26 percent certification, and 7 percent students enrolled in undergraduate studies. Among this group of Thai students there were 48 males students and 40 female students each participating in an online course program. The findings reported by the authors indicated that there was an overall correlation between student motivation and self-regulated strategies, which helped determine successful online learning and course completion. The authors note that the evidence from this study supported Pintrich’s findings that motivational components were linked to student engagement and that intrinsic value was strongly related to strategies of self-regulation in on online course programs. This article cautions against the data collected related to test anxiety as the author points out that several questions associated with test anxiety were in fact not directly related to test anxiety.

Solis, M., Miciak, J., Vaughn, S., & Fletcher, J. M. (2014). Why Intensive Interventions Matter: Longitudinal Studies of Adolescents With Reading Disabilities and Poor Reading Comprehension. *Learning Disability Quarterly*, 37(4), 218-229. doi: 10.1177/0731948714528806

The authors of this article described a study by Roberts, Vaughn, Fletcher, Stuebing, and Barth (2013), which analyzed a series of longitudinal studies utilizing a response to intervention framework. Students were selected based on reading comprehension scores in Grade 5 and then randomly assigned in Grade 6 to intervention or comparison groups. Students received intervention for 1, 2, or 3 years based on response to instruction in each preceding year. Year 1 findings addressed the effectiveness of Tier 2 intervention for sixth-grade students. These

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Comment [94]: Should all the words in the title be in uppercase lettering?

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Comment [96]: Refer to chapter 4 of the APA Manual for writing numbers in-text.

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findings indicated sixth-grade students outperformed comparison students with statistically differences on measures of word reading ($d = 0.15$), word attack ($d = 0.15$), reading fluency ($d = 0.19$), and reading comprehension ($d = 0.19$). The authors, however, point out that the effect size was not statistically significant among the small or large group interventions. Year 2 findings addressed the efficacy of Tier 3 intervention for students who inadequately responded to Tier 2 intervention. Students receiving Tier 3 intervention receive individual or standardized remediation, neither of which demonstrated statistically significant difference for reading comprehension compared with students in the control group ($d = .52$, individualized vs. control; and $d = .56$, standardized vs. control). However, there were noted differences between the two intervention groups when compared with the control group on measures of word reading, word attack, fluency, and spelling. Finally, year 3 addressed the effects of long-term intervention for eighth-grade students who responded inadequately to the preceding 2 years of intervention. The authors reported that the findings suggested that without continued remedial instruction, struggling middle school readers would continue to fall further behind the state's reading achievement performance expectations and would require ongoing reading intervention.

Taylor, R. & Watson, R. (2013). Raising rigor for struggling readers. *Principal Leadership*, 14(2), 56-59. Retrieved from http://www.nassp.org/tabid/3788/default.aspx?topic=Raising_Rigor_for_Struggling_Readers

The authors of this article reported the increasing need for rigorous reading tasks to help struggling readers improve reading skills. The authors described teaching and learning observations, which indicated a strong need for more rigorous reading intervention tasks. The authors presented several challenges for teachers of non-proficient readers: inconsistent progress towards independent reading levels and proficiency, inconsistent comprehension and proficiency definitions, which requires low level thinking tasks, lack of teacher expertise in using higher-

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level instructional tasks, and teachers' beliefs about student reading capabilities. From these classroom observations, the authors identified four steps that might help teachers enhance rigor for middle and high school non-proficient readers: scaffolding instruction, on-grade-level parallel texts, rigorous learning tasks, and benchmark assessments. The authors suggested that together, the four steps create a systematic approach to enhancing rigor to improve reading skills. This article underscores the need to utilize a consistent and rigorous reading intervention program, which will provide struggling middle school students with higher-level reading mediation.

Téllez, K. (2011). A case study of a career in education that began with "Teach for America". *Teaching Education*, 22(1), 15-38. doi: 10.1080/10476210.2010.541238

The author analyzed the life of a teacher named "Steven", describing his educational and professional journey during and after his participation in the controversial Teach for America (TFA) program. The author conducted his case study beginning in 1999 and spanning through 2006. During this time, the focus of the author began with the intent to find out if pre-service (student) teaching is necessary and its effectiveness to teacher and student success in the classroom. The author defines his research approach as a "Steven" started teaching mathematics with no formal education and credited his perceived success to teaching from the text, taking instruction out of the classroom, and simply going above the standard. The author records the reasons leading up to "Steven's" TFA placement in a mathematics classroom, his success, and the fact that he had little teaching experience. Later "Steven" moves to a social studies class with English Language Learners (ELL), which provided many new challenges and required formal education "Steven" thought would be beneficial to his own success. Finally, the author examines "Steven's" efforts to embed himself into the ELL culture. At the end of the case study "Steven" had become an administrator, indicating his perceived success in education. The author notes that "Steven's" success could

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be, in part, due to teaching in lower income communities.). The author adds “Steven” is a good example of someone who is successful at teaching without formal training however; he stresses the need for more research to look at the necessity and efficiency of pre-service programs like TFA. goes beyond addressing the effectiveness of the TFA program to argue that a teacher’s formal education does not always determine their success in the classroom. The research conducted in this study proves that a teacher with no formal education can achieve long-term success in education.

Vaughn, S., Wexler, J., Leroux, A., Roberts, G., Denton, C., Barth, A., & Fletcher, J. (2012). Effects of Intensive Reading Intervention for Eighth-Grade Students with Persistently Inadequate Response to Intervention. *Journal Of Learning Disabilities*, 45(6-), 515-525. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.1177/0022219411402692>

The purpose of this yearlong, small group, intensive reading intervention study was to analyze the effects of intervention provided to students in Grade 8 who had demonstrated inadequate responses to intervention during the preceding two school years. This study serves as an extension to a previous study, by some of the same authors, which focuses on the effective practices for intervening with students who are poor responders to effective research supported interventions. The authors of this study compared the results of eighth-grade students who had participated in two previous years of interventions with students in a comparison group. The findings suggested that eighth-grade students who had consistently responded inadequately to two previous years of intensive reading interventions scored significantly higher than those students in the comparison group. This study reveals possible concerns about continued reading interventions and the risk that ongoing intensive reading interventions beyond middle school grades might not be beneficial and may even detract from content learning in high school. The participant group in this study is small, which is likely to be noteworthy for future studies investigating reading deficits using small population effective sizes.

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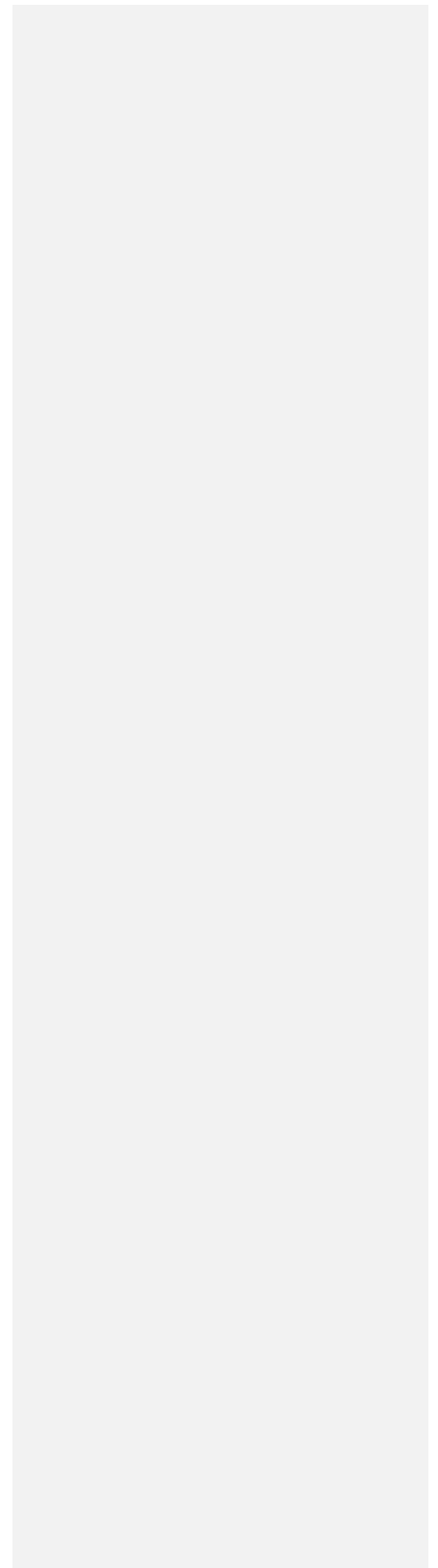
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Vernon-Feagans, L., Kainz, K., Hedrick, A., Ginsberg, M., & Amendum, S. (2013). Live webcam coaching to help early elementary classroom teachers provide effective literacy instruction for struggling readers: The Targeted Reading Intervention. *Journal Of Educational Psychology*, 105(4), 1175-1187. doi:10.1037/a0032143

The authors of this study evaluated whether the Targeted Reading Intervention (RTI) professional development program, delivered through webcam technology, could provide rural North Carolina classroom elementary teachers with the instructional skills needed to help struggling readers increase student reading skills. Fifteen elementary schools were randomly assigned to the treatment or control conditions. A total of 75 classrooms and 631 students participated in the study with each class providing intervention to 5 randomly selected struggling readers and 5 randomly selected at grade-level readers. The intervention was provided in one-on-one sessions for 15 minutes a class period until the struggling reader made reading progress.

The teacher then moved on to another struggling reader until all five students received the RTI during the school year. This study largely focused on the biweekly webcam coaching session between the intervention coach and teacher, which allowed for immediate feedback and coaching to be given to the teacher and student in real time. Despite the use of webcam technology for purposes of delivering coaching and feedback for reading intervention, results suggested that struggling readers were gaining at the same rate as the non-struggling readers, but were not closing the gap between the two condition groups.

Walcott, C. M., Marett, K., & Hessel, A. B. (2014). Effectiveness of a Computer-Assisted Intervention for Young Children with Attention and Reading Problems. *Journal Of Applied School Psychology*, 30(2), 83. doi:10.1080/15377903.2013.874389

The purpose of this single-subject, multiple baseline-across-participants design, was to analyze whether a computer-assisted reading intervention program increases performance for students with early reading problems. The participants of this study were three first-grade and three second-grade struggling readers who demonstrated significant inactiveness. The

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independent variable was a computer-assisted intervention (CAI), *Earobics*. The research included the dependent variables: fluency, phonemic segmentation, and attention-to-task. The authors reported results that indicated evidence of reading gains; however, there were more significant results found for all students, which indicated that attention-to-task was higher during CAI than during small-group reading instruction. The authors suggest that CAI approaches might be a viable option for improving reading skills in elementary aged students who struggle with inattentiveness. Despite the potential of CAI, the authors note that few studies have investigated its effectiveness with inattentive students. However, a review of the literature found that a CAI drill and practice mathematics program produced significantly more learning outcomes than did traditional classroom instruction. This study serves as evidence that a computer-assisted approach to learning is significantly more effective at providing intervention than is traditional classroom intervention.

Williams, E. (2014). Breaking the barriers to reading success in middle and high schools. *Reading Improvement*, 51(2), 233-236. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=97105089&site=eds-live>

The purpose of this article was to [report](#) challenges minority students face when striving to increase reading achievement in schools where most teachers are non-English teachers. The [author reported](#) strategies that [are](#) successful [in](#) middle and high schools have implemented to help break through the reading barriers that once prevented student achievement. The author provides two strategies for overcoming the reading barrier in minority students: Sustained Silent Reading (SSR) and trade books (leveled readers). Sustained Silent Reading (SSR) requires schools to set aside a purposeful reading time where students self-select appropriate and interesting reading level books. Trade books are rich in narrative and informational content and vary in reading levels. Unlike textbooks, trade books can be very effective at motivating poor or

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reluctant readers to engage in sustained reading. Additionally, in order to ensure fidelity among all teachers implementing the strategies teachers must be exposed to professional staff developments, as well as classroom-based coaching. The author reported^{ed} that a middle school that implemented the school-wide reading focus, and provided ongoing teacher support, saw significant improvements in students' reading achievement. This discussion and evaluation is becoming increasingly important, given the most schools around the nation are beginning to implement Common Core like state standards, which require students to read a variety of text in all subjects.

Whitford, S. (2011). READ 180: Policy gone wrong. *Language Arts Journal of Michigan*, 26(2), 2-33. doi: 10.9707/2168-149x.1797

The author of this article reported personal and negative experiences adopting *READ 180* as the primary reading intervention program taught in her school district. The author reports that after several years implementing the *READ 180* intervention program, students she taught continued to struggle in reading. The author reported that the *READ 180* instructional model is prescriptive and rigid. According to the article, various studies prove that reading instruction should be student focused, engaging, and responsive. The author also reported that additional research shows a contradiction in the teaching methods of *READ 180* and the evidence that exists indicating the importance of multiplicity of individual differences every student brings to reading. Additionally, the author that although participants of the program consider some independent reading materials (leveled readers) provided by *READ 180* interesting, most titles lack student interest. In contrast, an earlier article by Williams indicated leveled readers were considered a valuable asset to providing intervention to students in Grades K-6. The author also reported the ineffectiveness of *READ 180*, indicating that it lacks authenticity, lacks student interest, promotes learning in isolation, is unhygienic, and instills in students the idea that

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reading is a solitary activity. Furthermore, the author discusses three important components for increasing student literacy: students should be given choice, reading opportunities must be authentic and meaningful, and struggling readers must perceive their learning environment as a cooperative and engaging space. This article provides a personal account of *READ 180* learning observations, which focuses on the need for increasing student literacy. *READ 180* is in fact primarily a skills based reading intervention program providing, which does not have a primary focus on increasing student literacy; however, does address literacy, indirectly, through the intervention model.

Wu, C., & Coady, M. (2010). 'The United States is America?': A cultural perspective on READ 180 materials. *Language Culture And Curriculum*, 23(2), 153-165. doi: 10.1080/07908318.2010.494732

The purpose of this article was to report the findings from a qualitative study that investigated how English Language Learners (ELL) responded using a READ 180 intervention program and discuss the implications for culturally responsive pedagogy and planning. The author described a theoretical framework for the study, which emphasizes the need to incorporate culturally relevant pedagogy (CRP) into educational practices and materials. The study discussed, used a qualitative research design to explore how ELL students in Florida perceived their cultural relevance of *READ 180*. Respectively, ELL students reported that *READ 180* software and model did not offer cultural knowledge or experiences. Findings from the study indicated that *READ 180* provided little cultural responsiveness through interactions and activities, but was unable to respond to unique cultural needs of ELL students. The data collected from the ELL students suggest that language learning lies in a teacher's ability to promote cultural diversity through language learning from multiple perspectives. The authors point out that it is highly desirable that teachers would strive to scaffold lessons and draw

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parallels with students' lives. This article is extremely important to future research because it underscores the need to consider demographics of participants when evaluating the responsiveness and effectiveness of a remedial intervention program such as *READ 180*. Analysis and discussion of research data could be skewed if demographic information of participants in both the treatment and control conditions are not considered as a potentially important variables.

Xu, D., Jaggars, S., & Columbia University, C. (2011). Online and hybrid course enrollment and performance in washington state community and technical colleges. CCRC Working Paper No. 31. *Community College Research Center, Columbia University*. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/online-hybrid-performance-washington.pdf>

This study was created to investigate the enrollment patterns and academic outcomes among online only, blended, and traditional course programs. The study was conducted in Washington State using 34 community and technical colleges between 2004 and 2009. The study analyses were performed on a student population of 51,017 degree-seeking students. At the time of this study an online course was defined as 51 percent or more of the instruction and interaction was online. Students from these educational institutions were tracked for five years collecting data similar to findings found in a study conducted in Virginia. The authors of this study set out to address the “no significant difference” phenomenon found in Russell’s (2011) study, which compared traditional classroom and distance education course work. Overall the findings suggested that students who took a course online had withdrawal or failure rates that were 10 to 15 percent higher than students who took the course in a traditional classroom setting. A few factors that the authors contributed to a dissatisfaction of online courses were complications with technology, a student’s sense of isolation, a relative lack of structure, and lack of teacher support, which may contribute to low completion rates. The findings suggested

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that the freedom from the constraints of a traditional classroom environment allows educational institutions to create as many online courses needed to meet the growing demand of higher education enrollments. However, in this study the authors depicted the data, which indicated that between the Fall of 2004 and 2009 students who received traditional classroom instruction were more successful at completing courses than those students participating in online courses. The authors indicated that more research is needed to determine specific online learning behaviors and styles that might help close the gaps currently found in the research field.